

Now look at each of the causes for each of the behaviors you noted and circle the one you think most probable.

In groups of four to six, discuss the behaviors and their probable causes. Perhaps each group could take two of the behaviors introduced by members of their group and suggest to the class possible causes of these behaviors. Dig deep! Don't be satisfied with superficial answers as to the causes.

Possible questions for group discussion:

- 1) Why is everyone so upset about drug use, but not the use of alcohol or tobacco?
- 2) Why do some parents get quite "hung up" over drug use?
- 3) Why do the news media emphasize the problem?
- 4) Why do political candidates emphasize the problem?
- 5) Why are many students so "hung up" over questions about use of psychoactive agents (drugs, alcohol, tobacco)?

List below on the right some of the responses or behaviors in reaction to the drug problem. To the left write what you think could be the reasons for or causes of each behavior. Try to think of at least three different reasons for each:

Possible Causes

Behavior

1. _____
2. _____
3. _____

Possible Causes

Behavior

1. _____
2. _____
3. _____

Possible Causes

Behavior

1. _____
2. _____
3. _____

Possible Causes

Behavior

1. _____
2. _____
3. _____

R.16

Alternate Small Group - Large Group Activity:

Divide the class into buzz groups with a given topic. Have them discuss their topic until they reach consensus or at least understand as well as possible each others' feelings on the given topic.

Have each group select one individual to represent the group in a fishbowl experience to follow the small group discussion. Each person selected by his group is to represent that group in the discussion which is to take place in the fishbowl. All of the representatives form a close circle in the center of the room, with one empty chair added to the circle. The rest of the class form an outer ring around the inner group. Any time one member of the outer group wishes to express himself, he must get up and sit in the empty chair in order to verbalize. No talking or entering into the group conversation is permitted except when the person has moved to the empty chair. When he has finished what he has to say, he must relinquish his place in the empty chair, and return to the outer circle.

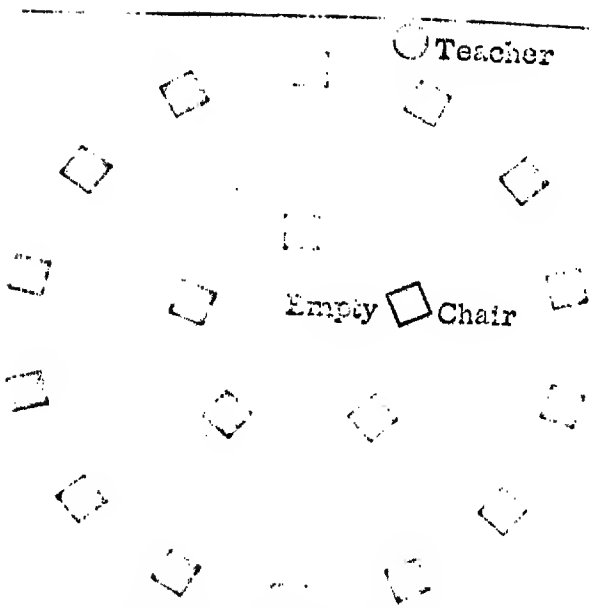


Diagram of the Fishbowl

Day 3:

1. *Brainstorm. Ask for probable reasons for drug use and abuse. Anything is acceptable! The following is general information for the teacher which is not to be brought in or added to the student list except as suggestions:*

<i>thrills</i>	<i>problem solving</i>
<i>escape</i>	<i>peer pressure</i>
<i>acceptance</i>	<i>self-actualization</i>
<i>curiosity</i>	<i>to feel grown up</i>
<i>confidence</i>	<i>relief of tension</i>
<i>creativity</i>	<i>accidentally through the</i>
<i>rebellion</i>	<i>misuse of medication</i>
2. *Categorize the suggested reasons under headings such as the following:*

<i>Physical</i>	<i>Political</i>
<i>Sensory</i>	<i>Intellectual</i>
<i>Emotional</i>	<i>Creative - Aesthetic</i>
<i>Interpersonal</i>	<i>Philosophical</i>
<i>Social</i>	<i>Spiritual - Mystical</i>
<i>Miscellaneous</i>	
3. *Get into a circle to discuss why these particular things might lead to taking drugs. Example: re: thrills, what type of thrill might a person think he is going to get from drugs? From information learned, would he get that thrill? re: escape, From what might he want to escape? Is it necessary to escape sometimes? Under what circumstances? This could be continued the following day, depending upon the discussion.*

Day 2:

Self Awareness Circle: It is important that the teacher not force any student to actively participate in this activity if he or she is unwilling to do so. It should be encouraged, but at no time must a student be compelled to do something which may embarrass him. It is hoped that the atmosphere would be such that most students would feel at ease with this sort of activity. Non verbal participation should be allowed. The purpose of this exercise is to make students aware that many of his peers may share the same anxieties and needs that he does.

The desks can be placed in a circle in the room, or the students may sit on the floor in a big circle. The teacher will offer the stems below, and the students are to complete them. They need not necessarily all be original, and it is suggested that the teacher begin the exercise to show her good faith, and continue in active participation. Following are some suggestions:

1. I feel happy when.....
2. I feel sad when.....
3. I feel most relaxed when.....
4. I feel afraid when.....
5. When I feel afraid I.....
6. I feel confident when.....
7. I become very involved when.....
8. I feel most self conscious when
9. I feel I belong when
10. I feel angry when

WHAT IS ALL THE FUSS ABOUT?

Told they were to begin a study of drug alcohol and tobacco abuse, one class responded, "Oh no! Not that stuff again!" It seems as if teenagers in particular are constantly being told, "Don't touch!" Some researchers are even saying that all of this drug information and propaganda is doing as much to create the problem as it is to help solve it.

Have you wondered why so much attention is being given to this problem lately? Have you noticed your parents in deep thought or perhaps taking quick glances toward you when someone either in conversation or on television mentions "the drug problem"? Have you wondered why almost every political candidate, local or national, has something to say about the drug problem and often suggests that if he is elected he will certainly "do something about it"?

Our concern is human behavior. As we begin to examine some of the dynamics of drug, alcohol, and tobacco abuse, we might first search for some of the reasons for the current fuss in reaction to drug abuse. What are teachers, parents, and community leaders saying and doing? Why are people reacting as they are in response to the publicity and attention given to drug abuse? What could be some of the possible causes or motivating forces behind their behavior?